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This annotated bibliography lists documents which are specifically related to pre-college preparation of students from disadvantaged backgrounds. It is organized into three sections: educational planning, description of programs and practices, and research and evaluation. The bibliography is compiled from selected reports in the ERIC system, covering the period from 1965 through April 1969. Also included is a brief listing of a variety of efforts initiated to counteract academic deficiencies and to enhance the educational opportunities of disadvantaged students. (EMB)

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ERIC-IRCD URBAN DISADVANTAGED SERIES

Number 7, May 1969

A SELECTED ERIC BIBLIOGRAPHY

ON

PRE-COLLEGE PREPARATION OF STUDENTS FROM DISADVANTAGED BACKGROUNDS

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May 1969

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INTRODUCTION

This bibliography was planned for the purpose of familiarizing researchers, practitioners, students, and others with those documents relating to pre-college preparation of disadvantaged students which have been submitted to the ERIC system and have appeared in the ERIC monthly journal, Research in Education. The bibliography covers selected documents from 1965 through the April 1969 Research in Education. Although earlier documents were found which were germane to the subject, the need for increased qualitative educational opportunities and the impetus of demands for programs to facilitate these opportunities necessitate an up-to-date reference to the literature. A section is devoted to a brief descriptive listing of various programs implemented across the country. The list may be useful as a guide in singling out positive efforts to enhance the educational opportunities of students from deprived backgrounds.

Traditionally, a large segment of the country's population has been denied higher education. The term "educational deficiency" has been the rhetorical explanation offered when this prevailing tendency has been questioned. More appropriately, the obstacles might be defined in terms of the relative paucity of disadvantaged students attending academic high schools, the hesitancy with which students in this group are directed toward a continuance of academic education--no matter what their intellectual or vocational abilities may be--and the limited availability of financial resources.

Many students from disadvantaged backgrounds have the potential to perform academically on the college level. Gripping circumstances of environment, economic depression, ethnic and cultural caste status, non-standard language, and other deficiencies prevent the utilization of this potential without assistance, support, and encouragement from educational institutions, social and community agencies, and concerned citizens.

Through several of these resources, programs of compensatory education are being instituted in various sections of the country; attempts are being made to counteract the destructive influences which have been inflicted upon the poor and ethnic minority groups. Probably the most imaginative compensatory development in higher education in recent years is the implementation of preparatory programs aimed at identifying disadvantaged students with college potential. The primary purpose of such programs is to upgrade the academic achievement and motivation of these students in order to

facilitate and encourage their entrance into college. While many of these programs consider entrance into college as a goal sufficient unto itself, there is apparent need to develop the competencies necessary for the completion of college and graduate studies.

Pre-college preparation of disadvantaged students offers a catalyst for change. The modified features and enriched activities of many of the programs have begun to effect a reversal from academic failure to a trend toward success for an increasing number of educationally handicapped students.

The compensatory programs are meant to be different from traditional practices and to offer additional instruction through improved and innovative approaches. Special counseling and remedial work are not to be seen as an easing of course requirements; nor are the alterations of admissions meant to signal a relaxation of graduation requirements.

The special programs and procedures implemented to prepare disadvantaged students for and ensure their success in higher education should be considered temporary measures, at best. The essential focus must be an increase in the efforts to ensure quality education for all students; therefore effecting the eventual elimination of the need for remedial education. With the impetus of programs at this level, it should be anticipated that the quality of elementary and secondary education will be improved, and that colleges and universities will willingly seek to extend the liberating influences of higher education so that they may become representative of the whole American society.

LEGEND

This bibliography includes documents on educational planning, descriptions of unique programs and practices, and research as they relate to the preparation of disadvantaged students for education beyond the high-school level.

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EDUCATIONAL PLANNING

Beach, Leslie R. Identifying the potentially successful among marginal college entrants. Final report. Holland, Michigan: Hope College, August 1968. 36p. E ED 024 083 /MF-\$0.25 HC-\$1.90/

This is an exploratory effort to determine factors available at the time of application for admission, which will better identify who among marginal applicants are most likely to succeed in college. Some nineteen marginal applicants to Hope College were studied in terms of admissions data, their performance in the specially designed summer trial program, and their experience and performance during their total first year of college. The results of the study indicate that the usual academic predictors of college success (high-school grades, Scholastic Aptitude Test scores, rank in graduating class) are of no use at all in predicting the first year, cumulative grade point average of these marginal entrants. However, these predictors are useful in predicting how the students will perform in the Summer Trial Program. In turn, the grade earned in the summer program is highly predictive of the total cumulative grade point average at the end of the freshmen year. The special program designed for the summer and the follow-up of the trial students during their first year appeared successful both in terms of the low attrition rate among the participants and in terms of personal growth and development of the individuals involved.

Educational Services, Inc., Newton, Massachusetts. Summer writing conference to continue development of materials in expression of ideas (English) and quantitative thinking (mathematics) to be used in pre-college centers for students from low-income families. Final report. 1967. 145p. E ED 015 177 /MF-\$0.75 HC-\$7.35/

Teachers, writers, mathematicians, and scientists from high schools and universities in ten states met for an eight-week conference, to continue the development of units in English, mathematics, and natural science, for use in pre-college and

Upward Bound centers. Their aim was to create curriculum materials which would help teachers aid intellectually discouraged students to become confident in their ability to think, speak, and write productively. Some of the 25 participants traveled to Upward Bound Centers for demonstration and experimentation of the evolving materials, then returned to revise and discuss results with other conference members. The conference was followed by a week-long teachers' workshop in which Upward Bound teachers who had been using some of the previously constructed materials met with the participants of the writers' conference for discussion. Although teachers and students involved were enthusiastic about the program a formal evaluation is not yet available. (Included in this report are (1) background information on pre-college and Upward Bound Centers, (2) a description of the preparation of a unit, (3) a sample unit, including teacher feedback and student writings, (4) annotated lists of available English, mathematics, and science units, and (5) a description of the teachers' training sessions held at the various Centers. A brochure, "To Gladly Learn," and a summary of the report are appended.)

McKendall, Benjamin W. "Breaking the barriers of cultural disadvantage and curriculum imbalance." Phi Delta Kappan, 47(7): 307-311, March 1965. E ID 011 892 [MF-\$0.25 HC-\$0.35]

The curricular changes that have been made at the university level to permit educationally disadvantaged students (usually Negro) to attend college are only palliative inasmuch as most admission procedures are too inflexible to consider the effects of a disadvantaged education in the lower schools on a student's scholastic record. On the other hand, some well-meaning colleges practice reverse discrimination and "instant negritude" (tokenism) and accept disadvantaged minority group students who may not be able to do college work. For the disadvantaged student the problems of college admission and financial aid are inseparable, and the most help is needed by the students with modest academic credentials. Several kinds of programs to upgrade the student's academic performance, and thus increase his opportunities for college, have been helpful, such as local compensatory and enrichment efforts, exchange plans, and tutoring. Most changes at the present time in the college curriculum benefit the able student who comes from a high school which offers advanced academic courses, but it is this kind of curriculum reform that presents yet another barrier for the student from a disadvantaged school.

New York University, New York. Project AHEAD: a program for excellence in urban teacher education. 1965. 9p. E ED 01, 309
[MF-\$0.25 HC-\$0.55]

This report briefly outlines plans for a New York University project to train 60 Negro, Puerto Rican, and white disadvantaged high school graduates to teach in slum schools and serve as role models for other disadvantaged students. Program participants will be paired, housed, and trained with 60 "Peace-Corps-Type" graduate assistants. The program includes about fifteen hours per week in work-study activities, such as service in the slum community, and students will participate in summer programs. A specially constructed curriculum will offer students remedial and academic work, and small group seminars and individual tutorials will be scheduled. Small group counseling and guidance and supervision will be available to all students.

Reckard, E.C. Project Open Future. Los Angeles: California Association of Independent Schools; and California: Claremont Graduate School and University Center, 1967. 16p. E ED 016 753. [MF-\$0.25 HC-\$0.90]

This proposal describes the anticipated operation of a project which will offer college counseling and academic enrichment to disadvantaged secondary school students with college potential. The students will be selected in the seventh grade and continue in the program throughout high school. They will participate each summer in a five-week residential program at one of the sponsoring independent schools or colleges, and regularly attend Saturday classes during each school year. The activities of these programs are discussed in general terms.

DESCRIPTION OF PROGRAMS AND PRACTICES

American Institute for Research in Behavioral Sciences, Palo Alto, California. College Bound Program, New York City. Secondary Program in Compensatory Education 4. 1969. 13p. E (in process) UD 007579 / MF-\$0.25 / Document may be secured from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20540 (\$0.20)

From 2,000 to 3,000 ninth- and tenth-grade students in New York City, mostly black and Puerto Rican, were selected for an intensive educational program (small classes, double sessions of English, group and individual counseling, and cultural enrichment) with the hope that they would remain in the program throughout high school and then pursue higher education. Local colleges and universities had agreed to admit successful program graduates and provide them with financial aid. The students, selected for their good attendance and conduct, were unlikely to enter a college preparatory program in high school. About one-half were between grade level and and two years retarded in reading and arithmetic. Over the 1967 six-week summer session which preceded the program during the school year students showed an average gain of three months to a year in four tests of reading and arithmetic. The evaluation of this session is the only one reported. A description of the program contains information on staff, methodology, and costs.

Hugh, Dixon. Education for disadvantaged. Ohio: Antioch College, 1965. 6p. E ID 011 267 / MF-\$0.25 HF-\$0.40

Antioch College has initiated a program to provide a college education to socially disadvantaged students with high academic potential. The program offers a challenge to the small liberal arts college to break a tradition and become less provincial by admitting students different from the traditional college population. The first group of students, mostly Negro, from three large cities was chosen by indigenous selector groups because early identification of students in their own neighborhoods was felt to be important to the success of the program. Admissions

standards were lowered to admit these students, but graduation standards will remain the same. Existing college admissions standards, curriculums, and teaching methods are now being evaluated to determine their relevance in educating disadvantaged students to provide them with greater opportunities.

Dey, Charles F.; and Jackson, Davis. A Better Chance: an educational program sponsored by Dartmouth College, New Hampshire: Dartmouth College, 1967. 131p. 1 ill. 11 cm. MF-\$3.50 HC-\$5.15 /

A summer program offered intensive academic preparation to disadvantaged boys who had received scholarships to independent schools. The program's stress on English, reading, and mathematics was maintained by close personal contact between staff and students, small class sections, and individual tutoring. The tutors lived with the students throughout the program and were thus able to spot potential difficulties and to act to resolve them. Through their insight into the students' personalities they were able to broaden and intensify the overall impact of the program. Weekend excursions, cultural activities, and athletics also were made a part of the program. Seventy-four of the 122 participating students were recommended to the preparatory schools. A five-year follow-up study of the academic careers of the participating students is planned.

Educational Projects, Inc., Washington, D. C. These things have worked: materials drawn from the experience of Upward Bound Projects, 1961-1967. 1967. 11p. 1 ill. 11 cm. MF-\$3.25 HC-\$2.45 /

This description of the experiences of successful Upward Bound projects for disadvantaged high school students is compiled from the reports of the colleges and universities who conducted these projects. Most of the institutions comment on their language arts, mathematics and money management, and communication skills projects. A few of the institutions describe their handling of social studies instruction and social issues. There are a few reports on programs in the sciences. In many instances, a report of a project includes an outline of its goals and procedures and lists and describes the materials it used.

Hammon, Bert D. "Project Open Future." Pomona Today, 65(4):
6-9, January 1968. ED 021 920 [MF-\$0.25 HC-\$0.30]

Project Open Future offers a summer residential program and Saturday classes during the school year to about 200 disadvantaged junior high school students selected from the East Los Angeles, Compton, and Watts areas. Instruction is given in reading, written and verbal expression, mathematics, science, and social studies. Computer training and a variety of cultural and recreational activities are also available. Each class involves from three to six students grouped homogeneously according to grade and subject matter proficiency. The students are expected to continue in the program until the completion of high school, at which time it is expected that they will be prepared to do college work. Parents are encouraged to participate in the project's activities, and plans are being made to offer them adult education courses.

Hillston, Henry T. Report of the summer session of the College Bound Program, July-August, 1967. Brooklyn: New York City Board of Education, 1967. 15p. ED 016 728 [MF-\$0.25 HC-\$1.00]

The College Bound program was designed to develop the college potential of disadvantaged ninth- and tenth-grade high school students. Before entering the program, 1,500 "academic risk" students participated in a summer session to ease their transition from junior to senior high school. Most of them were entering high school with reading scores as much as two and a half years below grade level. During the summer the students were given a three-hour daily session of intensive instruction in English and mathematics in small classes and with individual help from college student aides. Counseling services for students and the use of family assistants were also features of the program. The results of tests administered before and after the summer session showed that the students made a median reading gain of four months and an average arithmetic computation gain of almost two years. However, it is felt that the achievements of the program should be judged only after three or four years of student exposure during the regular academic year. The report discusses the attitudes of the students and the roles of the teachers, aides, and supervisors in the program. Provided are descriptions of the mathematics and English syllabuses, the library program, the guidance services, and the functions of the family assistants.

Institute for Services to Education, Washington, D.C. Sample Upward Bound Programs. 1965? 22p. E ED 020 957 [MF-\$0.25 HC-\$1.20]

Operational features of successful 1965 Upward Bound programs are briefly summarized. The goal of the Upward Bound programs, which are university-based and are conducted during the summer and throughout the academic year, is to prepare normally intelligent disadvantaged high school students for admission to and success in college. The programs attempt to stimulate interest and motivation through the help of qualified staff and by offering programs adapted to the students' particular learning needs. Guidelines and details of two hypothetical programs, one urban and one rural, are presented.

Kerr, Frances M. ABC summer program, report 1966. South Hadley, Massachusetts: Mount Holyoke College, 1966. 123p. E ED 024 696 [MF-\$0.75 HC-\$0.55]

The report summarizes the activities of the transitional program at Mount Holyoke College during summer of 1966. The pre-college educational program for girls, grades nine through eleven, was structured to enhance the academic, social, and cultural expectations of disadvantaged youth and to increase their chances for a college education. The program, conducted in cooperation with independent schools and supported by private and governmental sources, included many features similar to the 1964 ABC Summer Program for boys at Dartmouth College. The appendices include statistical data and sample recommendations, evaluations, and tests.

Kerr, Frances M.; and Russell, Valerie E. ABC summer program, 1967. South Hadley, Massachusetts: Mount Holyoke College, 1967. 78p. E HD 020 288 [MF-\$0.50 HC-\$4.00]

The third summer (1967) of the Mount Holyoke College residential summer program for able, disadvantaged high school girls is described. The program was forced to change from its original plan to prepare these girls for admission to private schools because of a drastic cut in scholarship funds. Instead, the program offered college preparation and counseling and a variety of recreational, cultural, and creative activities to girls who would return to their own high schools. Discussed are the selection of students, faculty, and resident tutors, and various program curriculums. Medical and financial reports are presented, and a summary of research on the summer program compares some data on the 1965, 1966, and 1967 groups of girls participating in this program. Pre- and post-1967 session questionnaires indicated a positive attitude toward the program, although at the end of the summer the number of affirmative responses had dropped somewhat. Appendices include a sample daily schedule, information on the geographic distribution of the students, and a family and student academic profile.

Martyn, Kenneth. California higher education and the disadvantaged: a status report. Sacramento: California Coordinating Council for Higher Education, 1968. 77p. E HD 025 570 [MF-\$0.50 HC-\$3.95]

The report discusses the status of higher education for disadvantaged students in California. The programs in operation at public and private colleges and universities are geared toward increasing the accessibility of higher education to students from disadvantaged circumstances. Noted are special actions in recruitment, financial assistance, and efforts to increase the students' interests and motivation in obtaining a college education. Special tutorial and training programs, and general community assistance, directly and indirectly, encourage students to develop their potential. Sections of the report detail exceptions to admissions requirements, evaluations and implementations of recommendations, and summarized findings and student aid awards.

Missall, Ellsworth. To help them achieve, the academic talent search project. City University of New York, Brooklyn College, 1966. 110p. E HD 323 24 [MF-\$0.50 HC-\$5.40]

This report describes a 1964-66 project to bring highly motivated disadvantaged high school graduates to full matriculation at Brooklyn College. The instructional program offered students in depth counseling, enrollment in some of the college's regular courses, and individualized instruction. First-year English and mathematics classes were limited to ten students. Other features of the program included sympathetic and effective instructors, attention to students' economic situation and vocational objectives, and job placement. Objective test data revealed that after two years the students were approximately at the level of beginning college freshmen. The average grade index was between a "C" and a "D". Of the 42 students who initially enrolled in the program, 31 remained through June 1966. The social and personal characteristics of the student participants, and English and mathematics tutorial program, counseling services, and program costs are described in the report.

Pearce, Frank C. A study of academic success of college readiness students at the College of San Mateo. California: San Mateo College, 1965. 42p. E HD 312 36 [MF-\$0.25 HC-\$2.20]

The College Readiness Program at the College of San Mateo, California, was designed to integrate minority youth into the college and the community. A study of students who had enrolled in the program since its beginning in 1960 included these observations: (1) 75 percent were Negroes; (2) although 40 percent had not chosen a major, academic or transfer goals accounted for 70 percent of the majors named; (3) scores on entrance examinations were not valid predictors of grades for these students; (4) there was little difference between the students' high school and college grades, which were usually in the range of C or D; (5) 40 percent would have qualified for academic probation if the college had such a status; (6) a student's grades in the summer prior to his first regular session were higher than in subsequent regular terms; and (7) achievement in English classes was lower than that of the student body as a whole. The author concluded that the program was meeting a significant need, but that the college's commitment of resources is inadequate.

Perlberg, Arye; and Rom, Yael. A compensatory educational program on the higher education level for a culturally deprived group in Israel. An interim report. February 1968. Paper presented at the 1968 AERA Convention in Chicago. 7p. E
ED 023 748 [MF-\$0.25 HC-\$0.45]

This resume of an interim report discusses a university preparatory program for Israeli soldiers of Islamic (Sephardic) origin. The Israeli Defense Forces identify and select the candidates, who must be of Sephardic, low socioeconomic status background and have certificates from academic or vocational high schools. The chosen students are soldiers in every sense except that their duty is to study. The candidates are enrolled in an enrichment program which prepares them for the entrance examinations for either the engineering and science program at the Haifa Technion, or for the various universities. The soldiers are discharged from service after they have taken their examinations. The program's success may be noted by the 90-95 percent of the candidates who gained admission to the Technion or to the universities with competitive admission requirements. Indications are that the enrichment program has increased the academic achievement of the Technion students but a longer preparatory program is needed for success in science and engineering courses. Retention and graduation rates are high.

Pomona College, California. "A new joint program to help disadvantaged students." Pomona Today, 65(4):5, January 1968.
E ED 021 919 [MF-\$0.25 HC-\$0.15]

Administered jointly by the Claremont colleges in Southern California, the "program of special studies for transition to college" prepares disadvantaged high school graduates with academic potential for eventual entrance into a regular college program. Over a two-year period the students are provided with special seminars, orientation, tutoring, and counseling, and are permitted to enroll in a few carefully selected courses. Although students will be encouraged to earn part of the cost of their participation in the program, expenses will be paid whenever necessary and efforts will be made to obtain Federal aid.

Shepherd, Anne Barlow. "Teaching Harlem students in a college readiness workshop." New Jersey English leaflet, 23:1-9, Winter 1967. E HD 019 270 [MF-\$0.25 HC-\$0.60]

The college readiness workshop, sponsored and supported by Union Settlement, Harlem, New York, in 1964 and 1965 served 70 Negro and Puerto Rican students who had completed the junior year of Benjamin Franklin or Commerce High Schools. The purpose of the workshop was to provide "academic reinforcement" and "rigorous training in academic skills and techniques" for students who would otherwise have had little chance of entering or remaining in college. Five-week summer sessions were held mornings in Columbia University's Earl Hall and were staffed by five full-time teachers aided by volunteer college students. The workshop participants, most of whom were ranked above average and had been in "Honors" classes, paid \$20 entrance fees as gestures of commitment. Each student received study materials. Twentieth-century literature and history after 1920 were correlated thematically and chronologically, and, with composition, comprised the core of the curriculum. In addition, skills in note-taking and discussion were also taught. Marked improvement was recognized in the students' competencies in composition and literary interpretation as a result of their workshop experiences. Extensive activity by the faculty in writing reference letters assisted the students in gaining college admission.

Spaulding, Ben; and Mason, Tony (eds.) College opportunities for southern Negro students. 2nd ed. Chapel Hill: University of North Carolina Scholarship Information Center, 1966. 113p. E HD 022 819 [MF-\$0.50 HC-\$1.75]

This document presents information arranged in an outline and index form on college and vocational training education open to southern Negro students. Several sections are outlined. The section on going to college attempts to answer basic questions about college admission. College entrance requirements, tests, sample applications, and terms used in college catalogs are explained. The section on financial aid comprises the major part of the booklet and cites scholarship, fellowship, and loan sources. General scholarship programs set up especially for Negro students are included. The guide to colleges lists some of the colleges outside of the southern Negro students immediate locale. The section on career information gives names and addresses of or-

ganizations which distribute career information. Vocational and technical schools are discussed. A summer opportunities section lists work and travel projects for high school and college students. A bibliography listing additional publications about financial aid and other sources of information on attending colleges is included.

Tanner, Daniel; and Iachica, Genaro. Discovering and developing the college potential of disadvantaged high school youth, the College Discovery and Development Program. A report of the first year of a longitudinal study. City University of New York, Division of Teacher Education, 1967. 263p. E ED 011 683. [MF-\$1.00 HC-\$13.25]

This report presents a first-year summary of the college discovery and development program instituted by the City University of New York and the New York City School System. The aim of the longitudinal program is to identify disadvantaged and under-achieving ninth graders and to develop their college potential in special high school development centers. In this first year, 579 students were identified and enrolled in five centers which provided small classes, block-time studies, cultural activities, and full-time counselors. The university faculty served as curriculum consultants, and college students tutored the youth. Also provided was a summer program in connection with the "Upward Bound" program at Columbia University. Research using achievement and aptitude tests is being done to compare the disadvantaged youth to regular college preparatory youth in each of the five high schools. Comparison of the Centers is made on the basis of socioeconomic factors and student tests results. The longitudinal study offers opportunity for much related research, such as studies of attitudes and self-concept of the selected students.

Tanner, Daniel; and Lachica, Genaro. The effects of an in-residence summer program on the academic year performance of under-achieving disadvantaged high school youth. Paper presented at the American Educational Research Association Meeting, New York City, February 18, 1967. 23p. E ED 012 677 [MF-\$0.25 HC-\$1.25]

Described is a New York City program to identify disadvantaged youth with undiscovered college potential at the end of ninth grade, to improve their motivation and achievement in school work, to develop their expectations for college entrance, and to improve their chances for success in college. During the Spring of 1965, 579 disadvantaged boys and girls were selected on the basis of earlier school performance, severe socioeconomic handicaps, standardized test performance, and counselor and teacher recommendations. An experimental group of 145 students randomly chosen from the group was given a special eight-week, in-residence summer program on the Columbia University campus--an Upward Bound pilot project designed to overcome educational deficiencies, develop improved attitudes toward learning, and develop more effective study habits. The summer program was followed by a special school year program given in five high school development centers, including tutorial services, curriculum guidance, a cultural program, remedial work, block-time classes, and individualized instruction. The control group of 424 students was exposed only to the special school-year program. At the end of the school year, the two groups were compared for grades, regents examination scores, attendance, and dropouts. The experimental group showed a slight advantage. Results and recommendations as well as tables and references are included.

Weber, William H., III. The Centre Program for Project Opportunity. Danville: Centre College of Kentucky, 1967. 179p. E ED 024 739 [MF-\$0.75 HC-\$9.05]

Reported is a research and development program, Project Opportunity, which involved eleven high schools in eight Southern states. Sponsors and participants were the Southern Association of Colleges and Schools, the Ford Foundation, Berea, Centre, and Transylvania Colleges, the schools systems of Breathitt and Lee Counties and the Princeton, New Jersey, High School. This summer program for poor and culturally disadvantaged students sought to identify those with college potential and to offer them enrichment during the period from seventh through twelfth grades. The project included five facets: (1) the enrichment efforts with the high school students; (2) exposure of the high school teachers to a "Directed Participation Approach" to teaching, (3) develop-

ment of new tenth grade courses in mathematics, science, literature, and social studies; (4) the use of college undergraduates as instructors; and (5) a program for administrators. The document contains chapters on the academic and recreational programs, and on a separate Danville University Program.

Wilkerson, Dorey A. The College Assistance Program--1964-1966, description and appraisal. Final report. New York: National Scholarship Service and Fund for Negro Students, 1967. 72p.
E HD 018 520 [MF-\$0.50 HC-\$3.70]

This interim report describes and evaluates the activities of the college assistance program (CAP), which was established to counsel disadvantaged and Negro students about post-high school educational opportunities available to them. Data were gathered from interviews, correspondence, and filed reports, and from questionnaires sent to 1197 college students, 49 CAP team members, and 53 high school officials visited by CAP teams. These teams consisted of college admissions and financial aid officers. It was found that the CAP teams engaged in conferences with high school counselors more frequently than they engaged in any other activity. Distribution of literature on college opportunities ranked as their second most frequent activity and assembly presentations ranked third. Students generally agreed that visits by CAP teams and by college students had influenced their decision to continue their education. The high school officials who were questioned were more optimistic about the program than were the CAP team members. However, CAP activities have led many of the participating colleges to modify recruiting, admissions, and financial aid policies to encourage the enrollment of disadvantaged students. CAP activities were also thought to have helped high school guidance staff in their work with disadvantaged students. It is recommended that educators make special efforts to identify and maintain contact with disadvantaged students with college potential when they are in ninth grade or earlier.

Wilkerson, Doxey A. "Compensatory practices in colleges and universities." IRCD Bulletin, 2(2):1-3, March 1966. E
ED 011 908 [MF-\$0.25 HC-\$0.30]

A number of compensatory efforts are being made to facilitate the college entry or further the academic success of socially disadvantaged students. For example, some programs are being conducted by colleges and universities and such foundations as the National Scholarship Service and Fund for Negro Students to recruit disadvantaged students who would not apply to college unless encouraged. Special funds have been earmarked to aid both the talented student and the academic risk. In addition, a number of institutions have modified their admissions criteria to accept disadvantaged students with potential for college work. A variety of summer preparatory programs for high school students have been conducted at the colleges themselves. Some institutions have offered remedial curriculums, but they have found that there is limited evidence that these courses improve academic performance. Although the number of compensatory programs has increased, few colleges have instituted these practices, and those that have serve only small numbers of disadvantaged students. Since many institutions are trying to maintain high admissions standards, the increase of pre-college compensatory programs which upgrade these students' education is a particularly promising way to have them admitted. These and other compensatory programs must be systematically evaluated, however. A bibliography is included.

RESEARCH AND EVALUATION

Hiard, Leonard L. The educational goals of college-bound youth.
Iowa City, Iowa: American College Testing Program, 1977. 34p.
E HD 012 4.4 [MF-\$0.25 HC-\$1.00]

Students who approached college with different educational goals were compared on their average ability, grades, nonacademic achievements, reasons for college choice, background, expectations concerning college, degree plans, and choice of major, vocation, and vocation role by the American College Testing Program (ACT). The subjects were a three-percent representative sample of a population of approximately 112,000 students tested nationally by ACT. Students whose avowed goal was "to learn to enjoy life" frequently came from rural backgrounds. Students whose goal was the development of their minds had high grades in high school, high ACT scores, and more achievements in leadership. Students whose goal was vocational or professional training (51 percent) came from families with slightly lower family incomes than most other groups. Students whose goal was marriage often came from families with low incomes. Students who chose to develop their personality were somewhat younger than their classmates. Students choosing to develop a philosophy came predominantly from urban backgrounds. They tended to be somewhat older. Educational goals are clearly related to the reasons students give for choosing a college and to the college activities in which students plan to participate. Many students could be helped by discussing their hopes and purposes for college.

Brown, Roscoe C., Jr.; and Henderson, Edward H. A discriminant analysis of variables used to select students from disadvantaged backgrounds. Paper presented at the meeting of the Educational Research Association of the State of New York, Albany. 1976. 11p. E HD 024 716 [MF-\$0.25 HC-\$0.65]

Studied were the variables in the selection process of students screened for participation in Project APEX. This project was designed to identify disadvantaged students with potential for

college success who are enrolled in the non-college preparatory general diploma high school program. Subjects were 148 male students in two New York City schools who were nominated by teachers. The variables of intellectual functioning, personality and social adjustment, and personal goals and motivation were measured by standard tests, school records, a personal data sheet, and a structured interview with a psychologist counselor. The interviewer's recommendation appears to be the major variable differentiating the selected and rejected groups of students. It is felt that a carefully developed counseling-type inventory for use with teacher-recommended students is probably the best procedure for screening disadvantaged students with college potential. Findings are presented in two tables of statistics.

Egerton, John. "High risk." Southern Education Report, 3(7):3-14, March 1963. E ID 020 745 [MF-\$0.25 HC-\$0.70]

This article reports on the status of college and university program to admit "High Risk" disadvantaged students. Data were gathered from 15 predominantly white institutions, 84 of which reported some involvement in programs for high risk students. Discussed are such issues as the extent of the colleges' commitment, the rationale behind the involvement or lack of involvement of the colleges in these programs, and approaches used with high risk students in the extent and success of programs for high risk students in eight public and five private colleges are specifically described with brief mention given to several additional programs. Included is a list of agencies and organizations.

Egerton, John. Higher education for "high risk" students. Atlanta, Georgia: Southern Education Foundation, 1963. 60p. E ID 023 745 [MF-\$0.50 HC-\$3.10]

A survey was taken of 162 colleges and universities which showed that 36 of the institutions had some kind of involvement in efforts to enroll "high risk" students. Most of these students are from a disadvantaged, minority group background and do not have the traditional preparatory and personal experiences to qualify

cludes that (1) systematic attention must be given to the development of means for modifying the attitudes and learning patterns of those who are inefficient learners and (2) some alternative for remedial reading is needed to aid these students in learning to acquire and process information.

Graham, Jewel. The Antioch program for interracial education: the first three years, 1964-1967. Ohio: Antioch College, 1967. 40p. E ID 015 425 [MF-\$3.25 HC-\$2.10]

The Antioch program for interracial education tested the assumption that disadvantaged high school students with a potential for academic work would benefit from a college career at Antioch and would also contribute positively to the college. Identified by committees in various depressed areas and accepted by relaxed admission standards, the fifty students in the program were expected to meet the usual degree of requirements. The report discusses the program's purposes, the selection process, and some of the preparatory efforts with students lacking academic skills. It also describes the background of the students in terms of race, sex, age, financial needs, socioeconomic status, and scores of ability tests. The major impact of the college on these students is said to have been one of "Culture Shock," while the effect of the group on the college has been "complex" and still has to be evaluated. The nature of the selection process, the predictive factors for adjustment and success in the program, the role of the administration, and the desirability of including minority groups other than Negroes requires further analysis. It is felt that since data are still being gathered a conclusive analysis of the experimental program is premature.

Kneell, Dorothy M. Toward educational opportunity for all. Albany: State University of New York, 1966. 234p. E ID 011 454 [MF-\$1.00 HC-\$11.80]

The Board of Trustees asked that this study be made before establishing what would in effect be a third type of two-year college in the New York State University system. The proposed program would include the disadvantaged in urban areas and the lowest quarter of high school graduates, among others. The major phases

of the inquiry included an assessment of the manpower situation and a review of what is being done by other agencies, institutions, and special groups to solve the dual problem of producing trained manpower and meeting the needs of young people for educational opportunity. Original research was undertaken in the three areas--student-parent interviews, college attitudes and opinions, and follow-up studies of college dropouts. The plan for each study is presented briefly, followed by a summary of the major findings. Six background papers on various aspects of extending opportunity, particularly with respect to urban disadvantaged youth, are summarized. The report includes conclusions, implications, and guidelines for establishing and developing state university urban centers.

Kurland, Norman D. Transition from school to college: new dimensions in higher education, number 17. Durham, North Carolina: Duke University, 1967. 7 p. E ID 013 375 [MF-\$0.50 HC-\$4.05]

This report is a survey of the research on the process by which students move from secondary to higher education. The largest area of research is on the identification and selection of students for admission to college. Methods of predicting academic performance have been greatly refined, but the search continues for better measures of nonintellective factors. Attention, which focused from the midfifties to the early sixties on talented students, has shifted to disadvantaged students. A major concern has been with improvements in guidance. New approaches using data retrieval systems were found to be generating new opportunities and new problems. One category of students frequently omitted from research consideration is the group which does not enter college directly upon graduation from high school. The author concluded (1) studies of factors affecting students' selection of college suggest that there is a considerable degree of irrationality in the entire process, (2) financial ability appears not to be the decisive factor limiting college attendance, although considered an important factor in determining where a student goes to college, and (3) much more attention needs to be given to studies of the impact of transition practices and policies on secondary schools and colleges.

SAMPLE PROGRAMS

Antioch College Program (Yellow Springs, Ohio)

A program initiated to provide a college education to socially disadvantaged students with high potential. The first group of students, mostly Negro from three large cities, was chosen by indigenous selector groups because early identification of students in their own neighborhoods was felt to be important to the success of the program. Although admission standards were lowered to admit these students, graduation standards will remain the same. Existing college admissions standards, curriculums, and teaching methods are being evaluated to determine their relevance in educating students different from the traditional college population.

College Commitment Program

Graduate students in this program serve as counseling assistants and are placed in high schools to recruit students who have good potential, but who have not been motivated to think of college as an achievable goal.

College Readiness Program

A program at the College of San Mateo, California, designed to recruit and serve students who are clearly disadvantaged, both from a socioeconomic standpoint and an educational standpoint. The program involves students in course work, guidance, orientation to college, library skills, English, and an elective course in history or psychology. Extensive tutoring on a one-to-one basis is carried out in the evening.

Educational Participation in Communities (EPIC)

A program in which college students volunteer for after-school tutoring in schools in depressed areas and in the homes of disadvantaged students.

Experiment in Higher Education (EHE), Southern Illinois

The program is designed to show that failure is more often the fault of colleges themselves than of their students. Students are recruited through a variety of sources and the curriculum is built around two major areas--social sciences-humanities and the natural sciences. Both areas are supplemented with individual and group instruction in reading, writing, and speaking. Seminars, skills clinics, tutoring and workshops, as well as a work-study program, are considered integral parts of the curriculum. Grades are dispensed in a block, rather than for individual courses.

Financial Aids Counseling Team (FACT)

The program, at the California State College, Los Angeles, is designed to attack the major cause of noncontinuance of disadvantaged students in higher education by utilizing college student volunteers and professional financial aid counselors. The college makes advanced commitments of necessary funds at the time the high school student is making the important decision to go to college--often as early as the tenth grade.

High Risk Program -- University of Connecticut

The program has relied heavily on recommendations and personal interviews in selecting students, all of which are considered calculated risks and of low-income families. The program features lower admissions requirements, complete financial assistance, counseling and guidance, lighter class loads, and tutoring.

High Risk Program -- University of Wisconsin

All of the students recruited through contacts with high school counselors, alumni, Upward Bound projects, and such places as the East Harlem Protestant Center, were poor, had standardized test scores far below the class average, and were Negro. Two significant aspects of the program are: (1) students are enrolled in regular courses and not in remedial ones; and (2) all but a tiny minority of the total class is white and middle-class.

The University has not lowered its standards, changed its requirements for degrees or altered rules for academic probation and dismissal. Lighter class loads are encouraged and the project is considered a five-year degree program.

High School Equivalency Program

This is an educational program for high school dropouts from families of migrant or seasonal farm workers. The program is sponsored by the Office of Economic Opportunity and is designed to enable students to attend college or to obtain employment which provides good long-range potential for further learning.

Operation Second Chance

This is a pilot project specifically designed to ascertain if special guidance and instructions in English and mathematics would improve the academic potential of high-school low achievers.

Project APHX -- New York University

The program is sponsored by the Office of Economic Opportunity and involves students from depressed areas of New York City--Negroes, Puerto Ricans, and poor whites--with no expectation of going to college and very few formal qualifications for higher education. A special feature is an extension of the four-year undergraduate program.

Project College Bound

A special program designed to help high school students from impoverished families. The objective of the program is to encourage students to attend college and to enable them to realize that they can do college work. Attractive features of the program are the work-study aspect and the individual assistance which students are given with course work.

Search for Elevation Through Education and Knowledge (SEEEK) --
City University of New York

The program involves students who are considered "risks" in higher education. Compensatory practices include stipends based on need, intensive counseling and guidance, tutoring, and smaller classes.

Upward Bound

The federally funded program, under the U. S. Office of Economic Opportunity, places emphasis on motivating disadvantaged students and creating their interest in higher education.